OXFORD TEACHERS' ACADEMY







A Professional Development Programme for Pakistan developed by Oxford University Press. Completion of the course is certified by Oxford University Department for Continuing Education (OUDCE).

Short Courses, Lasting Results

OXFORD
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OXFORD TEACHERS' ACADEMY

INTRODUCTION TO OXFORD TEACHERS' ACADEMY (OTA)

Today's classroom is changing rapidly. New technologies, new methodologies, a growing emphasis on exams and results, increased expectations from parents and students, and pressure to introduce English from an earlier age all place huge demands on teachers.

A well-chosen programme of professional development enables teachers to rise to these challenges—and students who are taught by skilled and motivated teachers achieve better results.

Oxford Teachers' Academy (OTA) courses provide quality teacher training, approved and certified by the Oxford University Department for Continuing Education (OUDCE), with lasting benefits to your teachers. The OTA's 18-hour courses are designed specifically for in-service teachers. The courses help your teachers develop the skills they need to meet your learning goals as the teacher training focuses on pedagogical challenges, as well as addressing the evolving new technologies and new methodologies in today's education system.

Short and practical, the courses have been developed by Oxford University Press in collaboration with the Oxford University Department for Continuing Education. OTA has run courses in over 30 countries, for more than 15 years, making a difference through education and learning to thousands of teachers and students.

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'Research shows that professional development is much more likely to be effective when it is classroom-based and when it brings in expertise from outside the school.'

Dr Catherine Walter,
University Lecturer in Applied Linguistics,
Department of Education,
University of Oxford

'The Oxford Teachers' Academy has clearly changed people's lives. I have yet to come across anyone who didn't get an awful lot out of the Oxford Teachers' Academy.'

Dr Charles Boyle,
The Director of British and Cultural Studies,
Oxford University Department for
Continuing Education (OUDCE)

'An OTA course gives teachers the best of both worlds: they are free to experiment without the pressure of assessment, but at the same time the course leads to a Certificate. Teachers value OTA's flexibility—and the Certificate is highly prized.'

Tim Herdon,
Senior Teacher Trainer,
Oxford University Press

The programme includes courses for teachers of all age groups, from young learners to adults, for teaching using digital tools, and for teaching English for Academic Purposes, and more. Each course includes a range of options to ensure it meets your professional development needs.

METHODOLOGY

The courses are interactive, engaging teachers in discussion, and providing practical ideas they can use immediately in their own classrooms. The courses constitute lectures of key concepts with interactive presentations, role-plays, short video clips, energizers, case-studies, individual and group presentations, as well as group discussions to consolidate successful learning.

UNDERSTANDING WHAT YOU WANT TO ACHIEVE FROM A PROFESSIONAL DEVELOPMENT PROGRAMME

We work closely with you to understand what you want to achieve from your professional development programme, and can advise on the combination of sessions that will meet your requirements best. The courses are delivered by approved teacher trainers who are endorsed by the Oxford University Department for Continuing Education, and are run at a time and place to suit you.

CERTIFICATION

Every teacher who successfully completes the programme and provides evidence of learning receives a Certificate of Completion issued by Oxford University Press and certified by Oxford University Department for Continuing Education.



OXFORD UNIVERSITY DEPARTMENT FOR CONTINUING EDUCATION AND OXFORD UNIVERSITY PRESS

Professional Development Programme 2013

This is to certify that

has successfully completed an 18-hour

Oxford Teachers' Academy Course

CHARLES BOYLE
Director of British and Cultural Studies
Oxford University
Department for Continuing Education

TIM HERDON
Senior Teacher Trainer
Oxford University Press

OXFORD TEACHERS' ACADEMY

OXFORD UNIVERSITY PRESS

Programme developed in collaboration between Oxford University Press and Oxford University Department for Continuing Education

FEE STRUCTURE

The fees cover the cost of the course, the trainer(s), and all course materials. You are free to choose your own venue, at your cost, or we can recommend a training venue.

'All the OTA materials, exercises, games, and shared experiences were extremely important for all of us. The new techniques we learned will help us manage even the most problematic classes.'

English teacher, Bulgaria

'The OTA training helped me think about learning and students in a different way—to create a warmer atmosphere, relax students, and make them enjoy the classes. It has helped me get them more involved in the process of learning.'

English teacher, Brazil

'The OTA course was a great opportunity to share opinions about teaching strategies and activities. I strongly advice teachers to do it!'

English teacher, Portugal

Choose the right courses to meet your educational goals

Each Oxford Teachers' Academy course offers a range of options to ensure it meets your professional development needs. We work closely with you to understand what you want to achieve from your professional development programme, and can advise on the combination of sessions that will meet your requirements best.

The following courses are being offered from which you may choose the ones which best suit your training needs.

Overview of the course	The course helps participants:

Principles of Teaching Young Learners

The teachers attending this course will have some years of experience in the classroom and a good grasp of the challenges involved in teaching children aged six to ten. This is a refresher course that gives them practical new ideas in various aspects of teaching methodology, whilst enabling them to reflect on the principles of teaching YLs. The content of the course is flexible: the nine sessions can be selected from the given list so that participants are provided with the course that best suits their needs.

- develop a range of teaching techniques.
- develop an understanding of the theory underpinning the practical activities shown.
- increase their awareness of methodological developments in ELT for YLs.

Note: This course is available for the Foundation (Basic) and Extension (Advanced) levels.

Teaching English to Pre-Teens

This course is for teachers of students between the ages of 10 and 13. It is based on social and cognitive characteristics that distinguish these students from those younger and older. The course focusses on how teachers can take advantage of these characteristics to help their students learn better.

- understand the learning potential of students in this age group.
- prepare lessons and activities that take advantage of these students' ability to imitate and to reason.
- create a learning environment in their classroom taking into account different learning styles.

Teaching English to Teenagers

This is a refresher course for secondary teachers of English, or PLS teachers with teenage classes, looking for inspiring new ideas for teaching English to 13 to 16 year-olds

Note: This course is available for the Foundation (Basic) and Extension (Advanced) levels.

- understand the characteristics of teenage language learners and how to tap into their interests.
- develop a repertoire of activities to motivate and inspire their learners.
- expand their knowledge and understanding of new ideas and how to apply them in the language classroom.

Teaching English to Adults

This is a refresher course for secondary teachers of English, or PLS teachers with teenage classes, looking for inspiring new ideas for teaching English to 13 to 16 year-olds

- understand the characteristics of teenage language learners and how to tap into their interests.
- develop a repertoire of activities to motivate and inspire their learners.
- expand their knowledge and understanding of new ideas and how to apply them in the language classroom.

Note: This course is available for the Foundation (Basic) and Extension (Advanced) levels.

Business English

This course is for teachers who are planning to start teaching or who are already teaching Business English. It explores the teaching of Business English in a range of different contexts, such as one-to-one teaching, and the differences between courses for pre-work and in-work business students. It aims to give participants confidence in understanding the key aspects of professional content in Business English, including dealing with financial terms and marketing terminology.

- to understand the differences between teaching Business and General English.
- to design a Needs Analysis that is tailored to the requirements of different course contexts.
- to plan and teach language and skills essential to a range of business topics, such as giving presentations, chairing meetings, and business correspondence.
- to design course outlines that satisfy a range of criteria.

21st Century Skills

This course is for primary teachers of English wishing to teach their students in a way that will help them develop 21st Century Skills whilst learning a language. This course deals with the changing needs of society and how we can help young learners develop the necessary skills for succeeding in the 21st century.

- to explore the way students think.
- understand the way students work; with each other, and also as part of the global network.
- learn the teaching methodologies and lesson planning techniques for incorporating 21st Century Skills in the syllabus.

Overview of the course	The course helps participants:

English for Academic Purposes

This course is for university teachers who are preparing their students to study their chosen subject in English. The course is relevant to teachers in a wide range of EAP contexts, whether they are preparing students for exams such as IELTS or TOEFL or simply internal assessment thresholds. The course would not be suitable for teachers working with EAP students with a low level of English (A1–A2); for these teachers a different course is being developed—Teaching Foundation Course.

- to explore problematic areas for students on an EAP course.
- to analyse the relative advantages and disadvantages of integrated and discreet skills work.
- to consider how to best support their learners by fostering critical thinking skills and developing more specific study skills.

Note: This course is available for the Foundation (Basic) and Extension (Advanced) levels.

English for Specific Purposes

This is a course for all teachers in this field, whether they have extensive, limited or no experience of teaching ESP specialisms. It may also appeal to subject teachers with no experience of ELT. Purpose-oriented learning such as ESP offers a new and refreshing perspective to the way we teach English.

- to develop an understanding of how ESP and General English can work together.
- to re-examine the criteria for areas such as needs analysis, course design, the role of vocabulary teaching and grammar teaching.
- to understand and apply the principles of materials development and assessment in an ESP context.

Making Digital Sense

The focus of this course is on the pedagogy of technology in ELT and how it affects teaching and learning. This is a course for any teacher of English (PLS and state, primary to adult). The intended user level is from novice to intermediate, and none of the content is too demanding for participants who are less confident with technology. Due to the personalized character of the course there is a maximum of 20 participants only. There should be a minimum of one computer/laptop per pair for the duration of the course.

- become familiar with hardware such as the interactive whiteboard and software that is appropriate for educational use
- become familiar with a number of OUP's digital tools
- explore ways in which the use of technology can enhance language learning.

ELT Management

This course is designed for managers at middle and senior level working in ELT. It aims to provide managers with opportunities to reflect on principles of good management, evaluate to what extent these principles operate in their own workplace and to explore ways of implementing them in the future. Whilst the ideas and strategies are based on accepted management theories, the course is highly practical and encourages sharing of ideas in a spirit of constructive reflection.

- become familiar with good practice in areas such as recruitment, planning, effective meetings, management of change and managing professional development.
- develop frameworks for examining their own management performance that enable them to take a step back and examine management activities objectively.

Extensive Reading

This course is designed for secondary and adult teachers and ELT administrators who are interested in learning more about the benefits of extensive reading. It aims to clarify the distinctions between intensive and extensive reading and allows participants to learn about a wide range of extensive reading activities that motivate students and stimulate their interest in reading. It also explores the logistical challenges of setting up extensive reading programmes and the implications for resourcing class libraries and school libraries.

- understand the far-reaching implications of students reading for enjoyment rather than study.
- learn a wide range of practical activities that get students interested in reading, keep them reading once they've started, and encourage them to speak or write about what they have read when they finish.
- to explore ways of using graded readers as a springboard for drama, projects, and speaking and writing activities.

CLIL for Primary Teachers

The course is designed for primary English teachers who are teaching or going to teach another school subject in English, and administrators who have an interest in CLIL. It aims to help teachers understand the background and context of CLIL, including reasons for its adoption in many parts of the world, before moving on to topics that enable teachers to grasp the practical issues of teaching in CLIL classrooms.

- understand the principles of CLIL and relate them to the realities of YL classrooms.
- become familiar with a range of practical activities based on commonly occurring topics in a reasonably typical primary curriculum.
- improve their knowledge of the vocabulary that is specific to their subject.

Overview of the course	The course helps participants:
Teaching Foundation Course	
The course is designed for teachers working with low level students (A1- A2). It addresses the challenges of teaching an intensive general English course whilst at the same time preparing students to follow a main degree course that is delivered wholly or partially in English. The course would not be suitable for teachers working with EAP students with a higher level of English (B1 and above); for these teachers the EAP course is recommended.	• understand the benefits of creating a motivating, positive classroom environment. • balance conflicting challenges such as lesson planning, supplementing the coursebook, timetabling, and pacing. • become familiar with principles and practical solutions in key areas such as oral assessment, academic reading, academic writing, and study skills.
EMI (English Medium Instruction) Primary Math and Science	
This course is for teachers currently teaching or planning to teach EMI in Primary Math and Science and explores its role in the 21st century primary classes.	• explore the potential of management of EMI classes to foster language learning. • discuss the differences between the two forms of discourse, social (BICS) and academic (CALP) and analyse texts to discover how frequently CALP functional language is required. • examine the use of questions in the EMI primary classroom. • understand the importance of the accurate identification and understanding of Math and Science vocabulary at the planning stage. • practise effective lesson planning.
Mentoring Skills	
This course aims to develop teachers' awareness and understanding of what it means to be a mentor or critical friend, build their confidence in observing peers in their classrooms and also develop their skills and confidence in giving feedback to peers after lesson observation.	• consider their role as a mentor or critical friend in the process of school-based teacher development. • state the purpose and aims of classroom observation. • discuss the problems associated with observing teachers. • devise and evaluate an observation checklist. • consider the reasons for giving feedback to teachers. • explore the successful attitudes and behaviours needed for offering feedback. • explore two different models of offering feedback. • practise appropriate language for giving feedback. • analyse and prepare professional development plans to support the process of school-based CPD (Continuing Professional Development).
Writing English Language Teaching Materials	
This course is for teachers who are planning to make the transition from teaching to writing materials. For teachers who have minimal experience of materials design, it is a highly practical grounding in the key aspects of materials writing. Course participants will work on all aspects of materials writing, including writing material for learning grammar, vocabulary, the four skills, and assessment.	• explore the key issues in producing motivating teaching material at a professional standard. • analyze how different kinds of material function and how they meet the requirements of an editorial brief. • examine the different roles of writer and editor and learn key strategies for getting the most out of working with editors. • understand important terminology related to getting material from concept to publication. • build on their lesson planning skills to produce lessons that work well for a range of different students.

REGISTRATION FORM

Please select the course(s) you wish to be organized for your teachers/institutions:

Venue : ☐ Karachi ☐ Lahore ☐ Islamabad

Available Courses	Preferred Option(s)
Principles of Teaching Young Learners	☐
Teaching English to Pre-Teens	☐
Teaching English to Teenagers	☐
Teaching English to Adults	☐
Business English	☐
21st Century Skills	☐
English for Academic Purposes	☐
English for Specific Purposes	☐
Making Digital Sense	☐
ELT Management	☐
Extensive Reading	☐
CLIL for Primary Teachers	☐
Teaching Foundation Course	☐
EMI (English Medium Instruction) Primary Math and Science	☐
Mentoring Skills	☐
Writing English Language Teaching Materials	☐

INDIVIDUAL/INSTITUTION DETAILS

Institution: ______________________________

Address: ______________________________

____

Contact Person: ______________________________

Telephone No.: ____________________ Designation: ____________________

Fax No.: ____________________ Email: ____________________

Signature Date: ____________________

Name: ____________________ Designation: ____________________

Note:
Cancellations received in writing 30 days prior to the programme are eligible for a refund, subject to a 15% cancellation fee. Cancellations received less than 14 days from the date of the programme are not eligible for a refund. However, substitute attendees are welcome. Please note that the speakers and topics are confirmed at the time of printing. Howeve, circumstances beyond the control of the organisers may necessitate substitutions or cancellations of speakers and/or topics. As such Oxford University Press Pakistan reserves the right to alter or modify the advertised speakers and/or topics.

Company Stamp

FEE STRUCTURE:

1. Individual(s) ☐ Rs 30,000 (Certificate of Completion fee of Rs 6,000 included)
2. 3 or more teachers registering from same institution ☐ Rs 25,000 (Certificate of Completion fee of Rs 6,000 included)
3. Exclusively held for school teachers at their school premises ☐ Rs 20,000 (Certificate of Completion fee of Rs 6,000 included))

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